

**Progress in Mathematics Grade 6**

**ISBN**  
**9780821582060**

Student Textbook Hardcover

Contract Price  
\$57.00

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Teacher Edition

9780821582169 \$126.00

Progress in Mathematics Grd 6 ATE

Grade  
6

9780821582367 \$20.94

Progress in Mathematics Grd 6 Twk

TYPE  
P1

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Essential Items

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Ancillary Items

9780821583166 \$147.00

Progress in Mathematics Grd 6 Additional Practice Test Generator

Copyright  
2009

9780821583456 \$339.00

Progress in Mathematics Grd 6 Classroom Manipulative Kit

Author  
Posamentier et al

9780821582664 Nimas \$49.50

Progress in Mathematics Grd 6 Test Booklet 10 Pack

Edition  
First

9780821582268 Nimas \$9.99

Progress in Mathematics Grd 6 Workbook

Content  
Mathematics

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Free with Purchase items

9780821581360 Critical Thinking for Active Math Minds Grd 6 \$14.20

Per each Student Sourcebook Purchased

Readability  
6

9780821582268 Student Workbook Grade 6 \$9.99

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Accessibility  
Nimas

Research  
www.sadlier-oxford.  
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Evaluation Tool for Basal Instructional Materials  
Mathematics (2009 – 2015)

Provided by the Publisher	ISBN 9780821582060		Publisher - William H. Sadlier, Inc.	
	<b>Progress in Mathematics Grade 6</b>			
	Type - P1	Author - Posamentier et al		
	Copyright - 2009	Edition - First	Readability - 6	
	Course - Mathematics		Grade(s) - 6	
	Teacher Edition ISBN if applicable ..... 9780821582169			

<b>Overall Recommendation:</b>	<b>Recommended as BASAL</b>
<b>Overall Strengths, Weaknesses, Comments:</b>	if this box is not checked, the evaluators have chosen NOT recommend as basal
<p><b>This textbook offers little opportunity for exploratory learning and deeper thinking. It presents concepts with examples presented only in an algorithm manner followed by lower level questions. It seems to be most appropriate for grades lower than 6<sup>th</sup>.</b></p>	

NIMAC Accessibility      N  
 Ancillary                      Yes  
 Free with Purchase        Yes  
 Research                      Yes      www.sadlier-oxford.com

Student Textbook Hardcover

**CRITERIA**

This basal resource ...

<b>A. Encompasses KY Content Standards &amp; Grade Level Expectations Moderate Evidence</b>	
Text is designed to be used in an elective course outside the Program of Studies	
<b>1) Includes the 5 Big Ideas of mathematics to the following extent:</b>	
<b>a) Number Properties and Operations</b>	Moderate Evidence
<b>b) Measurement</b>	Moderate Evidence
<b>c) Geometry</b>	Moderate Evidence
<b>d) Data Analysis and Probability</b>	Moderate Evidence
<b>e) Algebraic Thinking</b>	Moderate Evidence
<b>2) Addresses content-specific enduring understandings from the related Program of Studies standards.</b>	Moderate Evidence
<b>3) Addresses content-specific skills and concepts from the related Program of Studies standards.</b>	Moderate Evidence
<b>4) Content addressed is current, relevant and non-trivial</b>	Strong Evidence
<b>5) Provides opportunities for critical thinking/reasoning</b>	Moderate Evidence

**6) Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Textbook does not present math concepts/skills in a real-world context and the concepts taught are isolated and not connected with one another. Multiple ways of showing how problems are solved were not given other than in an algorithm approach. Pictures/models, etc. would have helped the visual learner. Inequalities are not taught beyond simple comparison and percents are not utilized beyond 100%. The textbook sometimes misses describing basic elements for students that may not have the prior experience (for example when discussing solids, the textbook did not really explain/describe the basic characteristics other than with a very small picture to the side).

**B. Functionality & Suitability**

**Moderate Evidence**

**1) Suitability**

**Strong Evidence**

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

**2) Content quality**

**Moderate Evidence**

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community
- Interconnections among mathematical topics

**3) Connections to Literacy**

**Little or No Evidence**

- Employs a variety of reading levels and is grade/level appropriate
- Use of multiple representations-concrete, visual/spatial, graphs, charts, etc.
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- The text is engaging and facilitates learning
- Embedded activities enhance the understanding of the text

*Note: may apply to either student or teacher editions*

**4) Connections to Technology**

**Little or No Evidence**

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data
- Embeds web links as a mathematics resource.

**5) Support for Diverse Learners**

**Moderate Evidence**

- Provides support for ESL students
- Provides support for differentiation of instruction in diverse classrooms
- Challenge for gifted and talented students
- Support for students with learning difficulties

*Note: may apply to either student or teacher editions*

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**6) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Technology is limited with this textbook; teacher's edition references the additional practice/test generator CD that is not part of the essential components; individual content points are isolated throughout the text; opportunities for literacy connections were not evident other than the FEW word problems included

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**C. Supports Inquiry and Skill Development**

**Moderate Evidence**

**1) Promotes Inquiry, research and Application of Learning**

Moderate Evidence

- Provides opportunities for inquiry and research that includes activities such as gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions, formulating authentic questions to deepen and extend mathematical reasoning.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, generalizing, justifying, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, number lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

*Note: may apply to either teacher or student edition*

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**2) Skill Development**

Moderate Evidence

- Provides opportunities to make sense of all mathematics
- Provides opportunities to recognize, create, and extend patterns.
- Provides opportunities for critical thinking and reasoning.
- Provides opportunities to justify/prove responses.
- Provides opportunities to ask deeper questions.
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

*Note: may apply to either teacher or student edition*

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**3) Strengths, Weaknesses, Comments:**

This textbook's concept of critical thinking is not at the level of what we expect. Many of the critical thinking problems included in the textbook are simply problems like the previous basic ones with a different set up; there is no opportunity for students to solve and then

explain/justify/prove to the teacher.

This textbook does contain an enrichment page in each chapter that provides a little more difficulty for the more advanced students. However, there is only one page per chapter.

**D. Supports Best Practices of Teaching and Learning**

**Moderate Evidence**

**1) Engages Students**

Little or No Evidence

- Includes content geared to the needs, interests, and abilities of all students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

*Note: may apply to either teacher or student edition*

**2) Uses Assessment to Inform Instruction**

Moderate Evidence

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

*Note: may apply to either teacher or student edition*

**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

The textbook offers a “Check Your Progress” section at the end of each chapter where students can self-assess their ability to complete the chapters objectives. It includes page numbers where students can reference if assistance is needed. This textbook also includes performance assessment boxes throughout that give additional problems, however, these are similar to “bonus” questions on the test. The Test Preparation section questions do not include the Depth of Knowledge level of questioning that our state requires on its annual assessment.

**E. Has an Organization/ Format that Supports Learning and Teaching**

**Moderate Evidence**

**1) Organizational Quality**

Moderate Evidence

- Print and/or electronic materials present minimal barriers to learners, but also add encouragement for students to stretch and make further explorations.
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD’s, recordings, videos, cassette tapes, computer software, web-based components, interactive software, calculators, physical and virtual

manipulatives) as either student or teacher resources

- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size
- Included media are durable, easy to use and have technical merit
- Construction appears to be durable and able to withstand normal use

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**2) Essential Components (beyond student and teacher text)**

Little or No Evidence

- Items identified as essential components support the learning goals and concept coverage of the basal

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**3) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This textbook's index is not set up in a student user friendly manner (example: mean is not located as an individual entry, but listed under statistics).

The textbook organizes concepts/skills into a very different manner than what teachers may be accustomed. The textbook places everything to do with one operation into a chapter (example: multiplying--- with decimals, fractions, whole numbers, one-step equations, etc.) rather than grouping a major concept like fractions together.

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**F. Has available Ancillary/ Gratis Materials**

*Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F*

**Moderate Evidence**

**1) Ancillary/Gratis Materials**

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving
- Provides opportunities for intervention.

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**2) Strengths, Weaknesses, Comments:**

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Critical thinking resource booklet included (doesn't seem to be very thought provoking, just additional problems; student workbook and book of reproducible are included; test booklet included; additional practice/test generator included)

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